



MONTESSORI METHOD OF EDUCATION IS A BOON FOR NURSERY SCHOOL CHILDREN: A CASE STUDY

Dr. Ritu Chhetri

Assistant Professor, Munshi Premchand Mahavidyalaya, Siliguri, West Bengal

ABSTRACT

The Montessori approach encourages self-discipline, self-knowledge, independence academic skills, problem solving ability and an enthusiasm for learning. Montessori designed the materials and activities for sensory education to develop the children's ability to perceive distinction in color and in sound and the curriculum included the skills needed to manipulate various kinds of objects. "the Montessori education gave me a lot of confidence at a young age" (Stephen curry 2013). The sensory exercises were designed to cultivate three kinds of skills: discernment of color, sensitivity to smell and sound, and making compassions and contrast. "Student a who experience a Montessori classroom tend to be more able to manage themselves and think independently" (Stephen, 2017). Montessori believed that her ultimate win would be accomplished by allowing the children to manipulate their environment. Not only was it important to Montessori to teach children the practical life skills necessary to live in society, but also to integrate the family into the learning process. The Montessori method is based on the idea that children learn best when environment supports their natural desire to acquire skills and knowledge (2015). There is a great sense of community within the Montessori classroom, where children of differing ages work together in an atmosphere of co- operation rather than competitiveness. There is respect for the environment and for the individuals within it, which comes through experience of freedom within the community. "Dr Maria Montessori associated in Elizabeth Hainstock, (1986). Therefore the researcher undertook the study of Montessori Method as the boon for little heads who would be the balanced and contributing personnels for home, society, and nation.

KEYWORDS: Indian Banking System, Evolution, Regulatory Framework, Financial Inclusion, Digitalization, Reserve Bank of India

INTRODUCTION

If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future" (Madam Montessori). Unlike traditional education the Montessori Method of education which was developed by Maria Montessori, is a child centered education based on scientific observation of children. The method is based on the major developmental stages of a children move through from birth to adulthood acquiring different skills required for life. Montessori Method of education is designed to support and nurture children's needs and interest by providing them with learning experiences suited to their stages of development. A Doctor Maria Montessori states 'education is a natural process carried out by the child, and is not acquired by listening to words, but by experiences in the environment'. At the beginning of the 20th century, Dr. Maria Montessori opened the children house (1906) to provide education to the once coming from low income strata in Rome. Instead of using traditional teaching methods, Maria Montessori began testing her own child centered educational theories in the classrooms. The Montessori education is focused on inspiring children to operate their own learning. Montessori observed four distinct periods, or "planes" in human development, extending from birth to 6yrs, from 6 to 12, from 12 to 18 and from 18 to 24. Montessori classroom are designed to meet the needs of children in a specific age range. The Montessori method is characterized by

providing a prepared environment, simple and real, where each elements exists for a reason in order to help in the development of the child. In the Montessori classroom, children make free choices, enjoy freedom of movement and are guided towards a love of learning. Therefore, the researcher, is forced to see how children grow scientifically and how development of children brings out the unique qualities helping them to understand their own capabilities and take up their own responsibilities. Montessori method of education, let every child live and learn the way of life at ease, and it is a gift to our children to learn with basics of children i.e sense training, physical abilities, etc. Montessori is a method of education that is based on self-directed activity, hands on learning and collaborative play. In Montessori classroom children make creative choices in their learning. The goals of this method is developing a positive attitude towards school, develop self confidence, building a habit of concentration, fostering, curiosity, etc. The Montessori method emphasizes self-reliance and independence, in the classroom and at home. Hence, Montessori education believes that children learn best when they choose by themselves what to learn. Today in Montessori classes children from different age background who participate in various activities, they learn the value of independence, more children capable of making right decision and seeking knowledge by themselves.

Statement of Problem:

* The problem is stated as "Montessori Method of Education is

a boon for Nursery School children: A case study.

Research Questions

1. What is the impact and significance of Montessori method of education for children?
2. What is the significance of five senses in learning?
3. What is the contribution of Montessori method of teaching and learning in modern education?

Objectives:

1. To understand the significance of Montessori method of education for beginners of nursery school learners.
2. To evaluate Montessori method as the best method of learning skills with education.
3. To find out how children learn day to say practical skills of life and made towards education.

Operational Definition:

The operational definition or the key terms used in best possible manner.

Delimitation of The Study:

The study is delimited to the primary students of, Devidanga, area, Siliguri (West Bengal)

Review of Related Literature

Review of related literature helps a researcher to how to carry out the problem in systematic way. It provides knowledge of formulation of objectives, selection of sample, tool construction, administration of tool, techniques etc. Review of related literature is the backbone of the research work.

Methodology of The Study:

The methodology of the study comprises research method, population, sample, tool, procedure of day's collection, and procedure of data analysis.

Research Design:

The present study is descriptive survey design as the researcher descriptively focused upon the contribution of Montessori Method of education.

Population

The population of the study is all school going students of Devidanga Siliguri West Bengal.

Sample

80 students comprised the sample of the study. The sample students which help the researcher to acquire clear idea about the specific area

Tools:

Tools are the weapons of any study to reach to the prescribe area of the problems. Tools helps researcher to be specific precise and goal oriented. The tool of the study is researcher made tool, a set of probable statements related to the study area and subject are selected and finalized with the help of, language expert, subject experts. Thus the tool of the present study is "questionnaire" prepared by the researcher with the help of

experts.

Data Collection

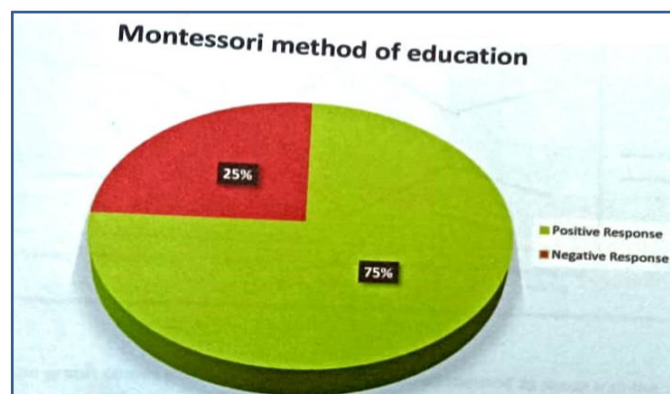
The researcher personally visited the sample school with questionnaire collected data (raw data) for interpretation and analysis.

Data Analysis

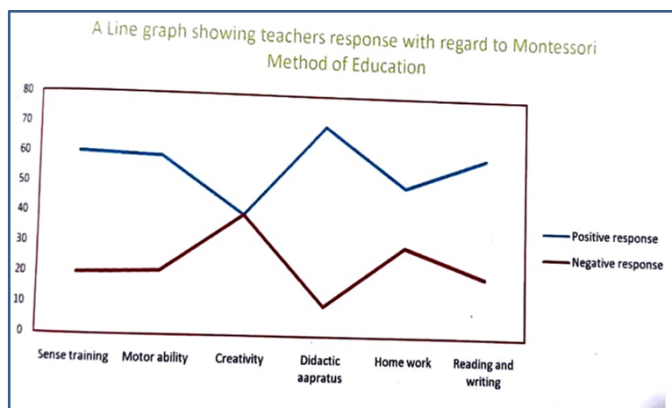
The Raw data collected from the sample area is arranged systematically to acquire result. The data is analysed using statistical techniques and interpreted with the help of tables and figured. Data analysis and interpretation further simplified according to the objectives of the study.

SL.NO	Category	Responses	
		+VE	-VE
1.	Students handled with the aims and objectives of Montessori method of education	06	02
2.	Able to identify different colours	06	02
3.	Montessori method is functional	06	02
4.	Reading and writing skill improve motor abilities	06	02
5.	Singing and dancing provided sense training	07	01
6.	Identify the different shapes and objects	07	01
7.	Participate in the programs for the gifted and talented for further development of their abilities (creativity)	04	
8.	Didactic Apparatus is used	07	01
9.	Have text books, home work or even- grades	05	03
10.	Pronunciation, reading and writing a part of Montessori method	06	02

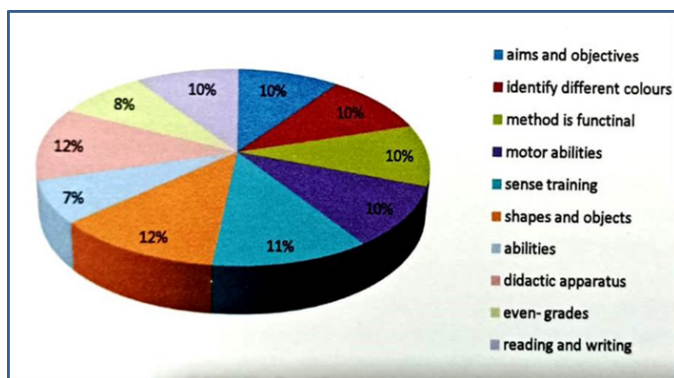
(The Table showing the responses of students' of the sample school with regard to Montessori Method)



The diagram represents 75% positive response towards Montessori Method of Education.



The line graph shows the characteristics of Montessori method as sense training, motor ability, creativity, the use of Didactic Apparatus etc. It even shows the place of homework, reading and writing.



(Graphical representation of Montessori Method in the sample school)

The tool (questionnaire) was distributed to eight teachers of the sample school and found out that with aims and objectives of Montessori Method. Various qualities like sense training, abacus, creativity and Didactic Apparatus are incorporated in the school function which is represented in the pie-diagram above. According to teachers' responses, the study found out that the sample school was administered with the Montessori method where the students were using abacus, different colors and shapes, to improve motor skills as well as sense training.

MAJOR FINDINGS:

- Developing Each child a positive attitude toward school. Most of the learning activities are individualized i.e. each child engages in that learning which has a particular appeal to him or her because he/she finds the activity geared to his/her needs and level of readiness.
- It is true that Montessori classrooms do not emphasize the use of textbooks, grades or homework. This is because Montessori students are encouraged to take ownership of their own learning.
- Helping develop sensory motor skills through activities calling for a manipulation of a wide variety of specially designed apparatus. Many of the tasks call for the type of muscular movement and control basic to developing skills in handwriting.

- It has been found that reading and writing are one of the most essential milestones in the life of children. Before children learn to write properly, they should develop their ability to speak first. As children learn to write "phonetically" they start with sounds that form a basis for reading. Later on, a child is able to relate phonetic sound to specific letters.
- Sharpening the ability to discriminate and judge. Sorting and matching activities challenge the child, calling for his/her noting similarities and differences in size, shape, colour, sound etc.
- The Montessori children were not regularly tested or graded, they did just as well in spelling, punctuation and grammar exams as those given conventional lessons.
- The method discourages traditional competitive measurement of achievements, such as grades and tests, and instead focuses on the individual progress and development of each child. Children of different ages share the same classes, and are encouraged to collaborate and help each other.
- In the Montessori classroom, kids learn to form words by picking up colourful paper letters from the Montessori alphabet and putting them on the table. They are encouraged to write whatever they want, even if they misuse.

REFERENCES

1. American Montessori society (1967) list of affiliate schools Ams Archives. Columbia university, New York.
2. Anderson, M (2002, summer) Glimpse of magnets in a new era. Public school Montessori, 14, 2-3.
3. Association Montessori International (2004), application for teacher training Rochester, NY author.
4. Albanesi, Franco (1990) Montessori class management Dallas: Albanesi Educational Center.
5. Baumann, Harold. (1999) on the Historical background of the Montessori piaget relations. Amsterdam: AMI.
6. Britton, Lesley (1992) Montessori play and learn: A parents guide to purposeful play from two to six New York: Random house published 1992 crown publishing.
7. Bailey c. (1915) Montessori children. New York. Henry holt and company.
8. "babies should not cry says madam Montessori (1913, December 4) new York tribune P.A1.
9. Bereite, c, and Engelmann, s (1966) Teaching the disadvantaged child in the preschool Englewood cliffs, N.J. prentice hall.
10. Epstein, Ann, PH.D, "children with exceptionalities. The Montessori way, the Montessori foundation, 2003.
11. Epstein, Ann, PH.D, "school wide discipline with a Montessori perspective" Montessori leadership, spring, 2001.
12. Gettman, David. (1988) basic Montessori: learning activities for under five New York: st. Martin's press.
13. Gupta, Rajendra K. (1995) Science experiences for Montessori children part 3. Minnesota Montessori research and development.
14. Grant, J. Johnson B, and Forsten C. (1996) "multiage Education". ERIC digest. ED409604 Engle: ERIC clearing house on Educational management, June 1997.
15. Lillard, A.S and Else quest, N (2006). Evaluating Montessori education. The early years, 313 (5795) 1893-1894.
16. Lillard P.P (1996) MONTESSORI TODAY. A comprehensive approach to education from birth to adulthood. (p.4) New York: united states.
17. Montessori m. (1912) The Montessori method New York. Frederick A stokes company.

18. Montessori, m. (2013) the Montessori method. Transaction publishers.
19. Montessori, m (1949) the absorbent mind (vol.1) lulu.com.
20. Montessori, maria (1956). The human tendencies and Montessori education.
21. The Montessori method by dr. Maria Montessori: her life and work. New York: penguin.
22. Takacs, c. (1993) Marotta Montessori schools of Cleveland follow up study of urban center pupils years 19912 and 1992. Unpublished manuscript. Cleveland OH: Cleveland state university.